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Increasing Students' Interest in Islamic Learning through the Sorting Card Method at SD Negeri 31 Koto Pulai

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Abstract: This study aims to improve students' interest in learning Islamic religious education by using the Sorting card method. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were high school students. The data for this study were obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that the Sorting card method can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 44.71%, the first cycle 65.39% and in the second cycle it increased to 87.66%. Thus, the use of the Sorting card method can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Sorting card method, interest learning, islamic education.

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INTRODUCTION

Islamic Religious Education is a conscious and planned effort to prepare students to know, understand, appreciate to believe, be pious, and have noble character in practicing Islamic religious teachings from its main source: the Holy Book of the Quran and Hadith, through guidance, teaching, training, and the use of experience. Islamic Religious Education as a field of study is a unit that cannot be separated from other fields of study, because the field of study as a whole functions so that the general goal of national education is achieved. Therefore, between one field of study and another, they should help and strengthen each other. In other words, Islamic religious education in its implementation must be included in non-PAI fields of study or subjects. Thus, Islamic religious education, as a subject that cannot be separated from each other, also complements and enriches each other. Considering that the religious education provided by the school is only two hours of lessons in one week, which is actually an obstacle, but this can be overcome by all those in charge of education, among other things, by choosing the right method in presenting the material to be delivered.

Realizing the importance of Islamic religious education at the elementary school education level, a teacher is required to make improvements in the way of teaching and delivering Islamic Religious Education subjects in the learning process in the classroom. This can be done by choosing the right and appropriate teaching methods or methods, so that learning which in turn will increase students' interest in learning. In terms of learning, the teaching materials and delivery are as much as possible adjusted to the interests of the child's needs. Although it is almost impossible to adapt teaching to the interests and needs of each student. Nevertheless, as far as possible, these differences in interests and needs can be met. Learning needs to pay attention to interests and needs, because both will be the cause of attention. Something that attracts children's interests and needs, will certainly attract their attention.

Thus they will be serious in learning. Students' interest in learning is also influenced by various factors, including learning object factors, methods, strategies, learning approaches by teachers, teacher attitudes and behaviors, learning media, learning facilities, learning environment, teacher voice, and others. To help students develop their interest in learning, these factors really need to be considered and implemented by teachers in order to help increase students' interest in learning in participating in Islamic Agam lessons, especially the material of Faith in the Messenger of Allah SWT. The reality that happened on the ground was still far from expectations. Generally, students' interest in learning is still low and students are also less active in participating in learning, especially in Islamic Religious Education lessons, so that the expected optimal results are not achieved. In fact, students' interest in learning and active role in learning greatly determine learning outcomes.

Active learning basically seeks to strengthen and facilitate the stimulus and response of students in learning, so that the learning process becomes fun, not boring for them. Applying the card sort method as one of the methods in learning faith to the Messenger of Allah SWT is to help students to review the lessons that have been learned, which are presented with their needs, namely by finding a partner as it is about playing while learning, considering the age of those who still like to play, then the presentation of faith learning to the Messenger of Allah SWT which is usually taught only requires memorization of students, which although students can do it, it is less interesting for students, because they only memorize and the nature is also very boring for them. One way to keep learning stuck in your mind is to allocate time to review what has been learned. The material has been discussed by students to rethink the information and find a way to store it in their memory. Applying the sorting card method in learning to believe in the Messenger of Allah SWT is an active and fun way to review the learning material that is being taught.

Based on direct interviews conducted by the researcher to teachers of the Islamic Religious Education study field in grade IV of SD Negeri 31 Koto Pulai, information was obtained that students' interest in learning in the field of Islamic Religious Education grade IV was still low. This can be seen from the following symptoms: 1) Students' interest in learning to believe in the Messenger of Allah SWT is still relatively low, as seen from the students' learning outcomes that are still less than the class completeness standards that have been set with KKM 75%, 2) Students are indifferent to learning, it can be seen that when learning takes place, there are still many students who go in and out of the classroom., 3) Students consider learning activities as a burden, it can be seen that students are participating in learning very rigidly, do not dare to ask questions or express opinions because students are afraid of being wrong. 4) Students get bored quickly in participating in learning to believe in the Messenger of Allah SWT, because when learning takes place, the teacher is less involved with students, so students get bored quickly when participating in learning. Paying attention to the symptoms above, it shows that in general students' interest in learning is still low. To overcome this problem, various efforts have been made by teachers and schools, such as remedial programs, holding additional learning outside of school hours, and equipping learning tools along with facilities and

infrastructure. However, these efforts have not shown significant maximum results, this can be seen from the low interest in learning of students.

Because if students' interest in learning is low, it will certainly affect student learning outcomes, in other words, student learning outcomes will also be low. Based on the above conditions, the researcher wants to make improvements by offering teachers in the field of Islamic religious education to apply the card sort method, especially in carrying out the process of learning faith to the Messenger of Allah SWT. Because according to researchers, the card sort method can make students learn actively and can increase students' interest in learning.

The card sort method is an active and fun way to review learning materials. Based on the symptoms above, the researcher felt interested in conducting a study entitled "Increasing the Learning Interest of Grade IV Students in Learning to Believe in the Messenger of Allah SWT through the Card Sort Method at SD Negeri 31 Koto Pulai". Interest is a sedentary tendency to pay attention to and reminisce about some activity. The card sort method is a collaborative activity that can be used to teach concepts, classify properties, facts about an object, or repeat information. Based on the problem raised above, the formulation of the problem that will be proposed is "Whether the Use of the Card Sort Method can Increase the Learning Interest of Grade IV Students in Learning to Believe in the Messenger of Allah SWT at SD Negeri 31 Koto Pulai. This study aims to determine the increase in learning interest of Grade IV students in Learning to Believe in the Messenger of Allah SWT through the card sort method at SD Negeri 31 Koto Pulai. The benefits of the research include for schools, the actions carried out in this study can be used as an input in order to improve the quality of education in Islamic Religious Education subjects. For teachers, the card sort method can be used as one of the learning methods of Islamic religious education to make students active and enthusiastic about learning. For students, it can increase students' interest in learning, especially in learning to have faith in the Messenger of Allah SWT.

METHODS

As the subject in this study, there are grade IV students for the 2024/2025 school year with a total of 13 students, consisting of 8 boys and 5 girls. Meanwhile, the object of this research is the Use of the Card Sort Method to increase Students' Learning Interest in Learning Faith in the Messenger of Allah SWT Class IV SD Negeri 31 Koto Pulai. Classroom action research was carried out at SD Negeri 31 Koto Pulai. The time for this research is to be carried out in December 2024. The subject studied is Islamic Religious Education (PAI). This class action research procedure consists of two cycles. This is intended so that students and teachers can be civilized with the learning methods researched. So that the results of the classroom action research at the first meeting can be used in the next learning process. In order for this class action research to succeed well without obstacles that interfere with the smooth running of the research, the researcher compiled the stages that were passed in this class action research, namely: Action Planning and Action Implementation.

Types and techniques of data collection, namely The data obtained in this study are quantitative data and qualitative data consisting of data on teacher activities in using the Sort Card method in the learning process, data on student activities in following the learning process, data on student interest in following the learning process. Observation Techniques, Data on teacher and student activities are collected by conducting classroom observations conducted by observers. The data in this study was collected using observation sheets. Observations are made on the teacher's activities during the learning process for each meeting by filling in the observations that have been provided. Documentation Techniques, Data techniques use documentation, namely by collecting data on student learning activities. Both the data learned before the use of the Sorting Card

method and after the use of the Sorting Card Method. Data Analysis Techniques, The data analysis technique used is descriptive statistical analysis.

Increased Interest assessed is an increase in classical interest. With the formula, Observation during the learning process is carried out using the observation sheet that has been provided previously. In order to provide input and opinions on the implementation of the learning carried out. So that the input can be used to improve learning in cycles I and II. Observation is aimed at seeing the activities of teachers, students and students' learning interests during the learning process. The results obtained in the observation stage are collected and analyzed. From the results of the teacher's observation, the teacher can predict whether the activities carried out have been able to increase students' interest in learning in PAI lessons through the use of the Sorting Card Method in grade IV of SD Negeri 31 Koto Pulai. The results obtained in the pre-action observation stage were collected, and analyzed to see and consider students' interest in participating in PAI lessons on the material of Faith in the Messenger of Allah SWT. The purpose is to find out the strengths and weaknesses of the actions taken in the pre-action cycle I and cycle III.

RESULTS

The results of this study are as follows; The implementation of learning in cycle I, Objective conditions In cycle 1, carry out on December 24, 2024. In this first cycle, the researcher prepares learning administration, namely lesson plans, preparing hardware and software as a medium for the learning process. The hardware prepared is LCD projectors, laptops. While the software is a computer-based multimedia learning media design using the Microsoft Power Point program. Then the implementation of learning, In the initial activity, after saying greetings, the teacher asks again about past learning as a form of perception activity. Furthermore, it motivates students to participate in learning activities with enthusiasm and enthusiasm. Observation of teacher teaching activities by observers, In this teaching activity in cycle one, the observer fills in the blanks of the teacher activity assessment instrument.

The instrument is compiled based on the activities and competencies of teachers that must be present in learning activities and all activities and competencies that have been listed have their own scores. The results of the observation of students' abilities by observers, students' activities must also be assessed, because teachers can assess where the weaknesses that they do in teaching activities through students' activities in participating in learning. Survey of student responses, In completing the data on the implementation of learning, the researcher also conducted a survey of students' responses in participating in Islamic religious education learning which was carried out in the first cycle. This survey asks about the psychological condition of students after participating in learning, whether the learning they participate in is fun or boring. Evaluation of learning in the cognitive field is After learning is carried out, to measure learning outcomes in the cognitive field, teachers conduct an evaluation by asking several questions to students classically. The questions that have been prepared by the teacher are 10 questions related to the learning that has been carried out. In this process, all students answer the questions in the exercise book and then the teacher conducts an assessment based on the existing assessment criteria. Affective Field, In measuring the success rate of learning in the affective field, the tools used are not in the form of questions, but in the form of practice. In this case, the tool used as a measure is a silver with infak which is recommended to all students on Friday. For the fifth grade as the object of this research.

then Cycle II will be held on January 3, 2025. The learning implementation plan, the learning implementation design carried out in cycle II is the same as cycle I, namely teachers prepare lesson plans, prepare learning media using LCD projectors, evaluation tools, namely questions that test students' knowledge and understanding of the learning that has been carried out. Implementation of learning, In this second cycle, teachers present learning by making efforts to improve the quality of learning. In the initial activity,

the teacher carried out the activities that had been carried out as usual, namely saying greetings, paying attention to the condition of students both physically and psychologically, reading prayers and perception activities, as Observation from the class observer In order to see the quality of learning carried out by the teacher again, then it can be explained as one of the guidelines in reflecting by the teacher himself, then observation of learning by the observer is also carried out on cycle II. The results of these observations can be seen in the following explanation. Observation of teacher activities, as has been done in the first cycle, that in order to reflect on learning activities, observers are needed to assess teacher activities in teaching. Observation of student activities by observers, In this cycle 2, observations are still carried out by observers related to student activities in learning activities. The results of the survey on student responses, this survey aims to find out how students respond psychologically to the learning that has been carried out, this has also been carried out in cycle I.

Learning evaluation, In conducting evaluations, the level of learning success that will be measured in cycle II is no different from cycle I. In this cycle, evaluations are carried out on two aspects of assessment, namely cognitive and affective. In the cognitive field, evaluation in the cognitive field, is carried out by providing a list of questions to students related to the Faith in the Messengers of Allah. There are many questions 15, consisting of 10 questions in objective form and 5 questions in the form of fills. From the data of Cycle II, it shows that the learning process by applying sorting cards to students in the material of Faith in the Apostles of Allah has increased compared to the learning outcomes before the application of the Sorting Card Method. From the results of the second cycle test, it is known that the students who completed the KKM were 75 as many as 11 children (84.61%) out of 13 children with the highest score of 100 and the lowest 60 with an average score of 77.69. In the affective field, To compare changes in students' attitudes in the field of generous behavior, the researcher still takes data on students' infaq on Friday as a measure of the high and low level of students' generous attitudes.

Cycle III will be held on January 9, 2025. In cycle III, teachers prepare activities in the form of: Planning, At the planning stage, teachers prepare the tools needed in cycle III activities. The things needed in this stage are: Making a plan for the beautiful teaching module of Allah's decree with the main material of the meaning of faith in the Messengers of Allah using the sorting card model. Organize students. Prepare an observation sheet. Prepare an assessment instrument sheet. Then the Implementation, The implementation of cycle II was carried out on Thursday, January 3, 2025 with learning to have faith in the Apostles of Allah From the data of Cycle III, it shows that the learning process by applying sorting cards to students in the material of Faith to the Apostles of Allah has increased compared to the learning outcomes before the application of the sorting card method. From the results of the third cycle test, it is known that the students who completed the KKM were 75 as many as 12 children (92.30%) out of 13 children with the highest score of 100 and the lowest 65 with an average score of 78.84.

DISCUSSION

Islamic religious education learning at the elementary school level aims to form students who have noble character and understand the values of faith. One of the important materials in Islamic religious education is faith in the Messenger of Allah SWT. This material teaches students to know and emulate the Apostles, understand their attributes, and appreciate the important role of the Apostles in conveying the teachings of Allah. However, at SD Negeri 31 Koto Pulai, there are challenges in increasing students' interest in learning this material, especially in grade IV. Low student interest in learning can be caused by monotonous teaching methods and lack of active student involvement. For this reason, it is necessary to innovate interesting and interactive learning methods. One of the methods that can be applied is the card sort method. This method involves students actively grouping certain information or concepts that are relevant to the learning

material, so that students can more easily understand and remember the material. The use of the sorting card method in learning to believe in the Apostle of Allah SWT has several advantages. This method can help students understand the material in a fun way and reduce boredom in learning. In addition, this method also encourages students to work together in groups, practice critical thinking skills, and improve interaction between students.

The learning process that actively involves students like this has been proven to increase interest and motivation in learning. In its implementation, the teacher divides students into several small groups and gives a set of cards containing information about the Messenger of Allah SWT, such as the name of the Messenger, mandatory and impossible properties, and miracles possessed. Students are then asked to group the cards according to the specified category. This process involves group discussions, which not only help students understand the material but also practice their communication skills. The results of the application of the sorting card method at SD Negeri 31 Koto Pulai show an increase in students' interest in learning. Students are more enthusiastic about participating in learning and actively participating in activities. In addition, the level of students' understanding of the material of faith in the Messenger of Allah SWT has also increased, which can be seen from the results of their learning evaluation. The sorting card method also provides a different learning experience for students.

They not only listen to the teacher's explanation but also engage directly in challenging and fun activities. This helps students associate learning of Islam with positive experiences, so that their interest in learning is maintained. Teachers who use this method also find it easier to convey material that is considered difficult by students. With an interactive approach, teachers can monitor student understanding in real time and provide appropriate feedback. In addition, this method encourages the creation of a more dynamic and conducive classroom atmosphere for learning. However, there are several challenges in the implementation of this method, such as the need for careful preparation and sufficient time allocation. Teachers need to prepare sorting cards with appropriate content and ensure all students are involved in the activity. However, these challenges can be overcome with good planning and effective time management.

CONCLUSION

From the research that the author has conducted and after analyzing the research that has been carried out, it is concluded that in order to improve students' learning outcomes both in cognitive and affective aspects, teachers must make innovative efforts in learning. In order to innovate, teachers must do; 1) Designing learning, the learning plan includes a learning implementation plan, namely the teacher makes a learning plan that will be implemented in learning activities. The learning plan includes Media, Learning Methods, Learning Strategies, Learning Evaluation Instruments. Everything must focus on the material to be taught. In this study, the media used is a projector LCD, and it turns out that media like this, if designed well, will make the learning process fun for students., 2) Implementation of learning, Even though the plan is good, if the learning is not effective in carrying out learning, then the learning results will also experience unsatisfactory results. Therefore, in presenting learning media, teachers must also pay attention to the condition of students and must also have insight into learning patterns that are fun for students., 3) Learning outcomes, As explained from the results of this study, students will be able to improve learning outcomes if they are cognitively challenged to think creatively and play an active role in learning. This can be realized by teachers by conducting question and answer learning methods and discussions.

This means that teachers are considered successful in developing cognitive abilities if students ask a lot of questions, dare to express opinions, and are able to express opinions when conducting discussions. In the affective field, students' understanding with the learning of noble morals (commendable and generous behavior) will not necessarily

be able to change their behavior. Behavior change in a good direction will be realized if learning can touch students' awareness. This awareness can be grown through learning media that presents people who are in distress and need help, then strengthened by always reminding students about generous behavior. Furthermore, teachers must also provide concrete examples to students so that they can emulate their own teacher's behavior.

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